**Active Literacy**

Ideas from: ‘Strategies that work’ by Stephanie Harvey and Anne Goudvis (comprehension)

***Ideas for program***

National Year of reading/Premier’s Reading Challenge

* Classroom reading logs
* Summary of important literacy strategies (ongoing)
* Template for students. What kinds of critical questions can we ask of texts?
* Comprehension strategies and suggestions (Simple and accessible template)
* Sample of a short text that will be a model for readers on how to use the above strategies annotated
* 5 W’s and How Web process for questioning prompts

**“We can’t tell children how to read: we simply have to show them.”**

**We need to show children to make connections, synthesise and approach new genres.**

***Examples of types of active literacy***

1. Scanning magazines and reading articles of interest(thinking in the margins)
2. Club corner Debates on various issues
3. Teacher assisted research eg. Earthquakes and recording inferences on a chart
4. Draw diagrams to respond to various texts

* If there is one place we need to use comprehension strategies it is to learn new content.
* Making connections with texts and your own individual experiences is essential.
* Post it notes are great to use. We mark the text with these to indicate an understanding of text to self. This occurs when we connect past experiences to new information. In addition we can make connections to characters, events and issues.
* Active readers interact with the text. Reading can then shape or change their thinking.
* Cracking the code with alphabet meaning is the first step

***Constructing meaning as the goal of comprehension***

* Monitor understanding
* Enhance understanding
* Acquire and use knowledge
* Develop insight

**“A reader who understands may glean the message in a fairy tale, form an opinion from an editorial develop a deeper understanding of an issue when reading a feature article”**

**Classrooms that promote active literacy will have engaged learners.**

***Strategies for learners***

* Search for information between what students already know and new information
* Ask questions as relevant
* Draw inferences
* Distinguish important from less important
* Synthesise information within and across texts
* Share reading experiences and make comparisons

***Background knowledge/Connections***

Characters (If a student has an experience similar to the character in a text they are more likely to understand the character’s thoughts, motives and feelings).

***Questioning***

* Proficient readers ask questions before during and after reading
* They question the content, the author, the events , the issues and the ideas in the text
* Use of “W” questioning prompts

***Visualising***

* Images and feelings, sights, sounds touches and tastes conjured up in the mind.
* When readers visualise they construct meaning by creating mental images and as a result their level of engagement increases

***Summarising***

* The skill and ability of retelling the information by paraphrasing

***Synthesizing***

* When we merge information with our own thinking and shape it into our own thoughts.
* Summarising and synthesising allows us to make sense of important information, get the gist of it and move on

***Reading is strategic- De-coding strategies***

**EG. Parsing the word i.e Going back and re-reading**

***Metacognitive strategies***

***An awareness and understanding of how one thinks and uses strategies during reading.***

***Learners***

1. Tacit-Lack awareness of how they think and read
2. Aware- realise meaning has broken down.
3. Strategic- Can use comprehension strategies to monitor and repair meaning
4. Reflective-readers who are strategic about their thinking and able to apply strategies Teach effectively and monitor their thinking and understanding.

* Teacher Model practice
* Guided practice (Large group)
* Collaborative Practice (Group and teacher monitors)
* Independent Practice (Application of strategies)

***Comprehension Toolkit BUILDING A LITERATE COMMUNITY***

**“In thinking classroom literacy is an active process. Teachers set a tone that values student curiosity and thinking and respects all voices and visions.”**

1. Foster passion and curiosity
2. An environment that values collaborative learning and thinking
3. Large blocks of time for extended reading and writing
4. Explicit instruction
5. Language matter –respectful
6. Authentic responses according to learning styles
7. Text matters
8. Room arrangement matters (Spaces /Nooks/Teacher availability)
9. Accessible resources – all types

***Reading Workshops***

* Science workshop
* History workshop
* Researcher’s workshop
* Writer’s workshop (Workshop models emphasise choice in book selection)
* Real world reading(Newspaper s, magazines)

***Teachers***

* Listen to kids read
* read kid’s work
* Listen in on conversations
* Observe behaviours and expressions
* chart responses
* keep records of conferences and conversations
* Script what they say
* Variety is important
* Thinking aloud
* Model strategies for thinking and reading
* Share how we activate and connect background knowledge
* Share questions
* Share inferences
* Verbalise confusing points and demonstrate fix up points
* Share how we sort and sift information to determine important ideas
* Interactive Reading Aloud

**REMEMBER**

1. Build background knowledge
2. Model thinking as we read and show kids we use sticky notes, a chart or a think sheet journal
3. Guided practice( read more, encourage kids to talk about their thinking
4. Give them time to write responses and talk to each other
5. Lifting text (text on the overhead projector(model instruction through close reading of a text)
6. All kids have a copy of the text
7. Students can then write their inferences in markers right next to the words that prompted their thinking
8. Guided discussion to develop a line of thinking around a topic, theme or idea
9. Ask kids to talk about the topic for a minute or two
10. In essence we are teaching the art of conversation

* Anchor lessons and charts
* Purpose to refresh information derived
* Use strategy charts (record questions, inferences and connections. Capture the language that demonstrate strategic thinking
* Content charts (thinking and new information)
* Genre charts (discussion and features of elements of such genres
* Share some of our reading material and model our thought processes
* Responding to Reading
* Talking about reading
* Structures that encourage purposeful talk
* Turn and talk(Process information and enhance understanding
* And maximise engagement
* Paired reading- kids may be paired around a common interest, question or topic of study
* Jigsaw discussions
* Work in small groups kids assume responsibility of reading a small amount of text carefully and then teach what they have learnt to others

**Book Clubs/Literature circles**

* In these groups students read the same text and meet together to discuss and respond to information regularly
* Have authentic conversations to express opinions

Study Groups

* May emerge from curriculum or student

Small group shares

* Pair/share –good to trial strategy
* Small information discussion 3-5 kids
* Compass group N/W/S/E (each take turn to talk like points of a compass)

**Writing about reading “Interrogating Texts”- Reading habits to develop in your first year at Harvard.**

Suggestions Include

1. Preview
2. Annotate
3. Summarise
4. Analyse
5. Look for patterns
6. Contextualise
7. Comparing and contrasting

All of the above contribute to thoughtful reading

Work->Text Suggestions

* Use grey lead not highlighters
* Mark margins with notes and words
* Develop own symbol system
* Get in the habit of hearing yourself ask questions EG What does this mean?

**TEXT CODES**

R. Reminds me of…..

T. T Text to text connection

L. New learning

?- Question

\*- key idea

-Light bulb-new idea

!- surprising information

1. Inference

Margin Notes-Mark margins with notes to remember why you marked them

STICKY NOTES

* Use sticky notes when students can’t write directly on the text
* Record their thought processes

Think Sheets

* Graphic oraganisers
* Double and triple column forms
* Response starts
* Web charts
* Mind maps

Response Journals

* Logs
* Notebooks
* Journal entries
* Other responses could be artistic or dramatic

Aesthetic reading

* Reader’s attention on what he/she is living througheg.”Lost in the rain…”
* Efferent reading-read to learn and take away bits of information

We need to advocate more short term text use in schools

Examples could include

1. Easy to read aloud
2. Focus on accessible language and appropriate illustrations
3. Authentic
4. Self-contained- complete set of thoughts
5. Accessible
6. Can use to model
7. Picture books and many short term text forms cover an extraordinary range of topics of ideas and issues

Discussions of purpose, audience, genre, textual structures and features

Ask kids to list purposes for reading such as

1. School assignments
2. To find out information
3. Entertainment
4. To read instructions
5. To cook something
6. Just for fun

Comprehension

* Monitor comprehension
* The inner conversation when reading
* Model
* Sticky notes to share inner voice and connections to text and shared discussion
* Explain reasons why sometimes we lose interest and what we can do about it like change books
* If it is too hard we need to try to make more connections
* Use sticky notes on texts when kids get confused
* Lightbulb when they understand
* Write down thinking after we read
* Share their writing
* Hace a conversation
* Thoughts, reactions, inner conversation

Examples

1. Write down something you learned that is important to remember
2. How did talking to a partner help you to understand what you read
3. Any lingering questions?
4. How did the partner experience help with the above?

**Monitoring Comprehension is all about engagement**

1. Follow the inner conversation

2. Notice when you stir inner conversation and repair using fix up strategies

3. Stop, think and react to information as you read

4, Evidence by jotting down thoughts and discussing

**SAMPLE OF MONITORING SHEET/CHART**

|  |  |
| --- | --- |
| **Title page and problem** | **Fix up Strategy** |
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